CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were the result of synonym context clue and reading comprehension, the result of data analysis, and interpretation.

A. Data Presentation

In this part, the writer presented the obtained data of the students' synonym context clue and reading comprehension test scores of the class that was being sample of this study.

1. Distribution of synonym context clue

The synonym context clue test had been conducted on Thursday, September, 29nd 2016 at 09.00-11.10 in class B, of IAIN Palangka Raya with the number of students was 15 students. The synonym context clue test consisted of the instruction and statement the subjects addressed in their synonym context clue. the result illustrated in table 4.3

Table. 4.1 The description of Synonym context clue test scores of the data achieved by the students of the sample class.

No	Students' Code	Score	Level
1	B1	70	Good
2	B2	80	Very Good
3	B3	75	Good
4	B4	50	Fair
5	B5	80	Very good
6	B6	70	Good

7	B7	80	Very good
8	B8	65	Fair
9	B9	70	Good
10	B10	70	Good
11	B11	80	Very good
12	B12	85	Very good
13	B13	70	Good
14	B14	45	Fair
15	B15	60	Good
	TOTAL	1050	
	Average	70,00	
	Higherst Score	85	
	Lowerst score	45	

Here, the criteria of synonym context clue in level as following :

0 until 19	Very poor
20 until 39	Poor
40 until 59	Fair
60 until 79	Good
80 until 100	Very Good

Table 4.2 the calculation of mean, median, mode, and standard deviation of the synonym context clue test scores of the sample class using SPSS 16 program.

Statistics
Synonym context clue

Statistics

SynonymContextClues

N	Valid	15
	Missing	0
Mean		70,0000
Std. Error of Mean		2,92770
Median		70,0000

Mode		70,00
Std. Deviation		11,33893
Variance		128,571
Range		40,00
Minimum		45,00
Maximum		85,00
Sum		1050,00
Percentiles	25	65,0000
	50	70,0000
	75	80,0000

The calculation above shows the mean value was 70,0000, std error of mean value was2,92770, median value was 70,0000, mode value was 70,00, std Deviation 11,33893, Variance value was 128,571, Range value was 40,00, Minimum value was 45,00, Maximum value 85,00, and the last sum value was 1050,00.

2. Distribution of reading comprehension scores

The test had been conducted on Thursday, September, 29nd 2016 at 09.00-11.10 in class B. The test consisted of 40 items. The test divided into reading comprehension test and synonym context clue test. Reading comprehension test was 20 items and synonym context clue test was 20 items.

The students' reading comprehension scores of the sample class of the study were presented in the following table.

Table. 4.3 The description of reading comprehension test scores of the data achieved by the students of the sample class.

NO	Students' Code	Score	Level
1	B1	70	Good
2	B2	65	Good

3	B3	55	Fair
4	B4	60	Good
5	B5	45	Fair
6	B6	45	Fair
7	B7	50	Fair
8	B8	30	Poor
9	B9	50	Fair
10	B10	60	Good
11	B11	40	Fair
12	B12	55	Fair
13	B13	30	Poor
14	B14	65	Good
15	B15	65	Good
	TOTAL	785	
	Average	52,33	
	Higherst Score	70	
	Lowerst score	30	

Here, the criteria of reading comprehension in level as following :

0 until 19 Very poor

20 until 39 Poor

40 until 59 Fair

60 until 79 Good

80 until 100 Very Good

Table 4.4 The calculation of mean, median, mode, and standard deviation of the reading comprehension test scores of the sample class using SPSS 16 program.

Statistics
Reading Comprehension

Statistics

ReadingComprehension

N	Valid	15
	Missing	0
Mean		52,3333
Std. Error of Mean		3,23179
Median		55,0000

Mode		65,00
Std. Deviation		12,51666
Variance		156,667
Range		40,00
Minimum		30,00
Maximum		70,00
Sum		785,00
Percentiles	25	45,0000
	50	55,0000
	75	65,0000

From the SPSS Program, the result showed that the mean was 52,3333, and std. Error of mean to was 3,23179and that the median was 55.0000, and the mode was 65.00[a], Std. Deviation the was 12,51666, the was Variance 156,667, the Range was 40.00, and the minimum and maximum 30.00 and 70.00, and the last sum 785.00.

B. Result of Data Analysis

In the Result of Data Analysis was measured Testing of Normality, Homogeneity, and Linearity,

1. Testing of Normality, Homogeneity, and Linearity

The writer calculated the result of reading comprehension and synonym context clue test of the sample class by using SPSS 16.

First step was testing the normality. It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not.

The next step was testing the homogeneity. It was used to know whether the sample class, that is decided, came from population that had relatively

same variant or not. The last step was testing linearity to know whether the variables were correlated linearly or not.

a. Testing Normality

Table 4.5 Testing of Normality One-sample kolmogorov-smirnov Test.

One-Sample Kolmogorov-Smirnov Test

		Synonym Context Clues	Reading Comprehension
N		15	15
Normal Parameters[a,b]	Mean	52,3333	52,3333
	Std. Deviation	12,51666	12,51666
Most Extreme Differences	Absolute	,130	,130
	Positive	,096	,096
	Negative	-,130	-,130
Kolmogorov-Smirnov Z		,904	,503
Asymp. Sig. (2-tailed)		,388	,962

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation using SPSS 16 program, the asymptotic significant normality of the data of the students' reading comprehension and synonym context clue score were 0.503 and 0.904, Then the normality both of the data were consulted with the table of Kolmogorov-Smirnov with the level of significance 5% (a=0.05). Since asymptotic significant of reading comprehension = 0.503and asymptotic significant of synonym context clue = 0.904≥ a = 0.05, it could be concluded that the data were in normal distribution.

b. Test of Homogeneity of Variances

Test of Homogeneity of Variances

ReadingComprehension

Levene Statistic	df1	df2	Sig.

Test of Homogeneity of Variances

ReadingComprehension

Levene Statistic	df1	df2	Sig.
,673	1	28	,419

Based on the result of homogeneity test, the F_{value} was 0.673 and the significant r_{value} was 0.419. The data were homogeneous if the significant r_{value} was higher than significant level a= 0.05. Since the significant r_{value}(0.673) was higher that significant level a= 0.05, it could be concluded that the data were homogeneous. It meant that both of classes were in same variants.

c. Testing Linearity

Table 4.6 Testing Linearity Regression.

ANOVA

ReadingComprehension

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2340,833	1	2340,833	16,413	,000
Within Groups	3993,333	28	142,619		
Total	6334,167	29			

Based on the result of linearity test, the F_{value} was 16.413and the significant F_{value} was 0.000. The variables were correlated linearly if the significant F_{value} was 0.000. Since the significant F_{value}(0.000) was significant level, it could be concluded that the variables were correlated linearly.

2. Testing Hypothesis

The correlation students' reading comprehension scores and Synonym context clue of the sample class of the study were presented in the following table.

Table. 4.7 The description of reading comprehension and synonym context clue test scores of the data achieved by the students of the sample class.

NO	Students' Code	Synonym Context Clue (X)	Reading Comprehension (Y)	Y^2	X^2	XY	XY^2
1	B1	70	70	4900	4900	4900	24010000
2	B2	80	65	4225	6400	5200	27040000
3	B3	75	55	3025	5625	4125	17015625
4	B4	50	60	3600	2500	3000	9000000
5	B5	80	45	2025	6400	3600	12960000
6	B6	70	45	2025	4900	3150	9922500
7	B7	80	50	2500	6400	4000	16000000
8	B8	65	30	900	4225	1950	3802500
9	B9	70	50	2500	4900	3500	12250000
10	B10	70	60	3600	4900	4200	17640000
11	B11	80	40	1600	6400	3200	10240000
12	B12	85	55	3025	7225	4675	21855625
13	B13	70	30	900	4900	2100	4410000
14	B14	45	65	4225	2025	2925	8555625
15	B15	60	65	4225	3600	3900	15210000
	TOTAL	1050	785	43275	75300	54425	209911875
	Average	70,00	52,33	146,5333			32970
	Higherst Score	85	70				
	Lowerst score	45	30				

The writer used Pearson product moment correlation calculation with the significant level of the refusal of null hypothesis a= 0.05. The writer calculated by using manual calculation and also SPSS16 program to test the hypothesis using Pearson product moment correlation. The criteria of ha was accepted when $t_{obseved} > t_{table}$ and ho was rejected when $t_{observed} < t_{table}$.

a. Testing hypothesis using manual calculation

To find out the correlation between synonym context clue and reading comprehension of the sample class, the writer used the person product moment correlation formula as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x).(\sum y)}{\sqrt{\{N\sum x^2} - (\sum x)2\}\,[N\sum y^2] - (\sum y)2\,]}$$

$$r_{xy} = \frac{15\,.54425 - (1050).(785)}{\sqrt{15\,.75\,300} - (1050)2\}\,15\,.43275 - (785)2}$$

$$r_{xy} = \frac{816375 - 824250}{\sqrt{(1129500 -}\ 1102500)\ (649125 - 616225}$$

$$= \frac{(7875)}{\sqrt{(27000)}(32900)}$$

$$\frac{7875}{\sqrt{888300000}}$$

$$\frac{7875}{29804.3621}$$

$$= 0{,}26422307$$

Based on the manual calculation above, it was found that the r_{value} was(0,26422307).Then the $r_{value}$was consulted with the table of the interpretation coefficient correlation r as follows:

Table 4.8 The Interpretation Coefficient Correlation r.

Interval Coefficient	Level of Correlation
0,80 - 1,000	Very High
0,60 - 0,799	High
0,40 - 0,599	Fair
0,20 – 0,399	Poor
0,00 – 0,199	Very Poor

From the table of the interpretation coefficient correlation above, it can be seen that the r_{value}(0.26422307)was at the level "poor" correlation. So it meant that the correlation between synonym context clue and reading comprehension of the sample class was in poor correlation.

The result of the calculation that was counted by product moment above showed that the index of correlation was 0.26422307. Then, the degree of freedom with formula, as follow :

df = N-nr

it was known :

N = 15, nr = 2

df= 15-2= 13

Table 4.9 The result of manual calculation

Variable	r_{value}	r_{table}		Df/db
		5%	1%	
X – Y	0,26422307	0.5139	0.6411	13

The next step was calculating the contribution. To know the contribution between both of variables (X and Y), coefficient determination formula was used as calculated below:

$KP = r^2 x\ 100$

$KP = 0{,}26422307^2 x\ 100\%$

$KP = 0.6981383 x\ 100\%$

$KP = 69.81383\%$

Where

KP = Determinant coefficient value

r = Correlation coefficient value

The calculation above showed that the synonym context clue (Variable X) gave about 69.81383%positivecontribution to the reading comprehension (Variable Y) of the sample class and 30.18617 % was influenced by other aspects.

The reject or accept hypothesis, this study calculated t_{value} as follow:

$$t = \frac{r\sqrt{n-2}}{r\sqrt{1-r^2}}$$

Where:

t = the significant correlation

r = the correlation between two variables

N = the amount of subject

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0{,}26422307\sqrt{15-2}}{\sqrt{1-0{,}26422307^2}}$$

$$t = \frac{0{,}26422307\sqrt{13}}{\sqrt{1-0.6981383}}$$

$$t = \frac{0{,}26422307\ x\ 3.60555128}{\sqrt{0.3018617}}$$

$$t = \frac{0.95266983}{0.54941942}$$

$$t = 1.783395733$$

The criteria of the test was if $t_{observed} > t_{table}$. Ha was accepted. It meant there was significant correlation. If $t_{observed} > t_{table}$ Ho was rejected. It meant that was no significant correlation between variables. Based on the calculation above $t_{observed}$ was 1.783395733. Next, to know df or degree of freedom used formula Df= N- 2 15-2 = 13 and t_{table} was 1.771 at significance level 5% and 2.650 at significance level 1%.

The result of the t_{test} used manual calculation, it was found the $t_{observed}$ was grater in level 5%, but in 1% the result was lower than $t_{observed}$. The result was 1.771 <1.783395733 <2.650.

Based on the result of hypothesis test manual calculation, it was found that the value of t_{value} was grater in level 5%, but in 1% the result was lower than $t_{observed}$. The result was 1.771 <1.783395733 <2.650. It meant that Ha was accepted

and Ho was rejected and the synonym context clue gave significant contribution to reading comprehension of sample class in level of correlation was poor.

So, there was a significant correlation between synonym context clue and reading comprehension in level "poor" correlation third semester students of English study program students of IAIN Palangka Raya. On the other hand, It meant that students' whose high synonym context clue score uncertain poor in reading comprehension score. Meanwhile, the students' whose lack of synonym context clue score was unsure high in reading comprehension score too. The correlation was in level "poor" correlation.

b. Testing Hypothesis using SPSS Program

The writer applied SPSS 16 program to calculate the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the result of manual calculation. The result of the test using SPSS 16 Program can be see as follow:

Table 4.10 The calculation of Pearson Product Moment correlation using SPSS 16Program.

Correlations

		ReadingComprehension	SynonymContextClue
Synonym Context Clue	Pearson Correlation	.264	1
	Sig. (2-tailed)	.341	
	N	15	15
Reading Comprehension	Pearson Correlation	1	.264
	Sig. (2-tailed)		.341
	N	15	15

The table showed the result of calculation using SPSS 16 program. From the table above, it meant that Ha was accepted. It was found that the result of

r_{value}= 0.264 was lower than r_{table} = 0.5139 at df 13 at the significant level of 5% and 0.6411 at df 15 at the significant level of 1% as explained in the table below:

Table 4.11 The calculation of Pearson Product Moment correlation using SPSS 16 Program.

Variable	r_{value}	r_{table}		Df/db
		5%	1%	
X – Y	0,264	0.5139	0.6411	13

Descriptive Statistics

	Mean	Std. Deviation	N
Synonym Context Clue (X)	70.0000	11.33893	15
Reading Comprehension(Y)	52.3333	12.51666	15

From the result above, there was the mean of X value (synonym context clue) from 15 students was 70,0000. The standard deviation was 11,33893. Meanwhile, the mean of Y value (reading comprehension) from 15 students was 52,3333. The standard deviation was 12,51666.

Correlations

		Synonym context clue	Reading Comprehension
Pearson Correlation	SynonymContextClue (X)	1.000	.264
	ReadingComprehension (Y)	.264	1.000
Sig. (1-tailed)	SynonymContextClue (X)	.171	
	ReadingComprehension (Y)		.171
N	SynonymContextClue (X)	15	15
	ReadingComprehension (Y)	15	15

From the result above, there was the poor correlation between variable of X value was 0,264. It meant that it is the negative correlation. The correlation value of reading comprehension and synonym context clue was 0,171. It meant that it was negative correlation.

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Synonymcontextclue[a]	.	Enter

a. All requested variables entered

b. Dependent Variable: Reading comprehension

From the table above, it showed that the value of reading comprehension and synonym context clue was entered. Meanwhile, the variable showed that no one variable removed.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,264[a]	,070	-,002	12,52753

a. Predictors: (Constant), Synonymcontextclue

b. Dependent Variable: Readingcomprehension

From the table above, the X value was 0.070, that the result from square of coefficient of correlation was $(0.624)^2 = 0.389376$.The standart error of the estimeted was 12,52753.

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	153,125	1	153,125	,976	,341[a]

	Residual	2040,208	13	156,939		
	Total	2193,333	14			

a. Predictors: (Constant), Synonymcontextclue

b. Dependent Variable: Readingcomprehension

Hypothesis:

Ho = X = Y = 0

the result above, it interpreted :

1. If F observed < or = F table. the probability of 0.05 higher than Ho was accepted.
2. If F observed > F table. the probability of 0.05 lower than Ho was rejected.

From the table above. It showed that f observed was 0,976. Meanwhile the f table of df value residual was 13 as the df. The f table from the df13 was 0.5139. Because f observed was 0.976> 0.5139. It meant that Ha was accepted.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	72,750	20,921		3,477	,004
	Synonymcontextclue	,292	,295	,264	,988	,341

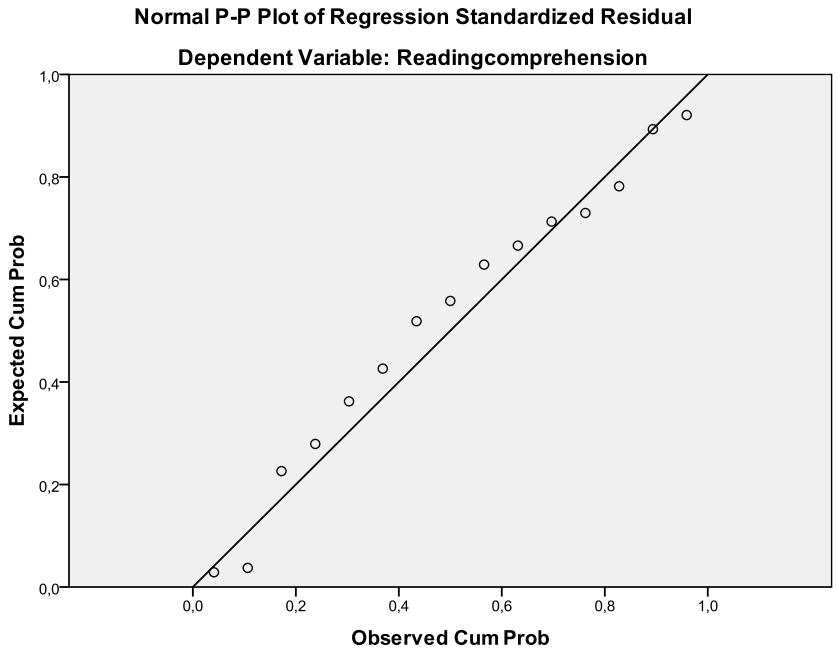
a. Dependent Variable: Readingcomprehension

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	47,9583	59,6250	52,3333	3,30719	15
Residual	-23,79167	17,66667	,00000	12,07183	15

Std. Predicted Value	-1,323	2,205	,000	1,000	15
Std. Residual	-1,899	1,410	,000	,964	15

a. Dependent Variable: Readingcomprehension



The residual from the distribution was normal, it meant that the data was spreaded in the around the line. It showed that from the picture above, the data spreaded was normal. It meant that the normality was accepted.

To conclude, it meant that synonym context clue gave significant contribution to the reading comprehension of sample class. So, there was a significant correlation between synonym context clue and reading comprehension at third semester students of English study program students of IAIN Palangka Raya. On the other hand, It meant that students' whose high synonym context clue score uncertain poor in reading comprehension score. Meanwhile, the students' whose lack of synonym context clue score was unsure high in reading comprehension score too.

3. Interpretation

The hypothesis testing was measured by using Pearson Product Moment correlation to measure the significant correlation between synonym context clue and reading comprehension in the level poor of correlation. Based on the result of manual calculation, it can be concluded that the r_{value} was lower than the r_{table}at 5% and 1% significant level or 0.5139 >0.26422307< 0.6411.It meant Ha was accepted and Ho was rejected. Furthermore, the result of calculation using SPSS 16 Program found that there was a poor correlation between students' synonym context clue and reading comprehension. It proved by the value of r_{value} was lower than the r_{table} at 5% and 1% significant level or or 0.5139 >0.264< 0.6411. It can be interpreted based on the result of calculation that alternative hypothesis stating that there is a significant positive correlation between synonym context clue and reading comprehension of at third semester students of English study program students of IAIN Palangka Raya was accepted and the null hypothesis stating that there is no a significant positive correlation between synonym context clue and reading comprehension of at third semester students of English study program students of IAIN Palangka Raya was rejected. It meant that students' whose high synonym context clue score uncertain poor in reading comprehension score. Meanwhile, the students' whose lack of synonym context clue score was unsure high in reading comprehension score too.

C. Discussion

The result of analysis showed that there was significant correlation between synonym context clue and reading comprehension of at third semester

students of English study program students of IAIN Palangka Raya. It meant that the students whose correct answer much in synonym context clue, they did not got high score of reading comprehension test and the students whose lack of synonym context clue score, they did not got low score of reading comprehension test. Product Moment correlation, it was found that the $r_{value}$was 0.264 and the r_{table} was 0.6411. It meant that $r_{value}<r_{table.}$

To support the result of testing hypothesis, the writer also calculated the hypothesis using SPSS 16 Program. The result of the analysis showed that students' whose high synonym context clue score uncertain poor in reading comprehension score. Meanwhile, the students' whose lack of synonym context clue score was unsure high in reading comprehension score too. It was proved by the value of r_{value}= 0.264 was lower than r_{table}= 0.5139 at df 15 at significant level of 5% and 0.6411. At df 15 at the significant level 1%.

The findings of the study indicated that alternative hypothesis stating that there is a significant positive correlation between synonym context clue and reading comprehension of at third semester students of English study program students of IAIN Palangka Raya was accepted and the null hypothesis stating that there is no a significant positive correlation between synonym context clue and reading comprehension of at third semester students of English study program students of IAIN Palangka Raya was rejected. It meant that students' whose high synonym context clue score uncertain high in reading comprehension score. Meanwhile, the students' whose lack of synonym context clue score was unsure lack in reading comprehension score too. The r_{value} was0.264, it was interpreted as

poor correlation, so there was a poor correlation between the students' synonym context clue and reading comprehension. On the other hand, when the synonym context clue increased, the reading comprehension decreased at the same time. Meanwhile, when the synonym context clue decreased, the reading comprehension increased at the same time.

These findings were suitable with the theories as stated that: First, The most prominent way students learn words incidentally is through the use of context clues (Beck and McKeown, 1991; Beck et al., 2002)[1]. Using synonym context clues was possible got high score in reading comprehension. But, many aspects that made synonym context clue were impossible got high score in reading comprehension. For example, the aspect about the items was related between synonym context clue and reading comprehension items.

Context clues are defined as words found around an unknown word that provides clues that reveal the meaning of the unknown word (Beck et al., 2004). The context in which a word is used can often pro-vide clues that can help students determine a word's meanings from written context.[2]

Nash and Snowling (2006) concluded that improving ability to infer meanings from written context leads to increases in vocabulary knowledge, which in turn leads to improvements in reading comprehension.[3]

---

[1]AlirezaKarbalaei, FatemehAzimiAmoli and Mohammad Mehdi Tavakoli. The effects of explicit teaching of context clues at undergraduate level in EFL and ESL context. ***European Online Journal of Natural and Social Sciences 2012; ISSN 1805-3602 www.european-science.com vol.1, No. 3, pp. 68-77.***Department of English, Farhangian University, Nasibe Branch, Tehran, Iran; Department of English, Ilam University, Iran; Department of English, Technical and Vocational University, ValiasrCollege,Tehran, Iran. Received for publication 20 November 2012. Accepted for publication 08 December 2012.

[2]*Ibid.*

[3]*Ibid.*

Further, Yuen (2009) explored the use of con-text clues to gain knowledge of new vocabulary words during reading. Context clues strategies taught during intervention included locating ap-positives, searching for explicit definitions, and using prior knowledge.[4]

From the items of reading comprehension, based on Jane Ervin the reading comprehension test devide into :Story elements, Literal comprehension questions,Recalling the main idea and details, Sequencing, Matching vocabulary words with meanings, Responding to reading passages, Vocabulary development, Extending thoughts in writing,and Inference.[5] Here, there are many aspect that influent in reading comprehension test. In this study, the test was possible used Literal comprehension questions, inferential, Matching vocabulary words with meanings, and Responding to reading passages. It was impossible in correlation between synonym context clue and reading comprehension in text. The synonym context clue items were impossible to help the reading comprehension items, or the contrary.

The reading comprehension by Jane Ervin devided into :Early Reading Comprehension : About the Passage, Put the Sentences in the Correct Order, Match the Words with Their Meanings– asks students to match vocabulary from the passage with its meaning, Reason for Reading, Thinking It Over – asks two to three broad questions that students must answer with a complete sentence, and Using the Words– encourages students to use vocabulary from the passage in a

[4]*Ibid*

[5]Jane Ervin.*Reading Comprehension in Varied Subject Matter Grades 2–11. Program overview*.Build literal and inferential comprehension skills with reading selections across the content areas. ESP Literacy and Invention.

paragraph.[6]In this study, the writer adopted the test by TOEFL "test strategies" by Barron's book. The test devided into determine the main idea, to recall literal information from the passage, Match the Words with Their Meanings and to the reader and activates prior knowledge.

Context clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Because most of vocabulary is gained through reading, it is important that you be able to recognize and take advantage of context clues. It could be assumed that the students' vocabulary stock gave much contribution in their context clue. The students with large vocabulary performed comparably with the students with much smaller vocabulary in context clue. They could arrange the words into sentences to make them meaningful and understandable.

Bailey in Using Context Clues to Improve Reading Comprehension, the finding was Context clues can help many people with dyslexia to compensate for weak reading skills when comprehending reading passages. Context clues significantly increase reading comprehension in chapter II, page 10.[7] It meant that to make a communication, reading comprehension is also a process of using reader's existing knowledge to text in order to construct the meaning. But, it was

---

[6]Jane Ervin.*Reading Comprehension in Varied Subject Matter Grades 2–11. Program overview.*Build literal and inferential comprehension skills with reading selections across the content areas. ESP Literacy and Invention.

[7]Eileen Bailey. http://www.readingrockets.org/article/using-context-clues-understand-word-meanings. Copyright © 2015 WETA Public Broadcasting Submitted by marilyn d rosal (not verified) on May 14, 2014 - 1:54pm

uncertain the synonym context clue items helped the reading comprehension items.

To conclude, synonym context clue and reading comprehension was correlate in poor correlation between items of synonym context clue and reading comprehension.